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ABSTRACT

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains four learning experiences that are designed to familiarize teachers/student teachers with a variety of techniques they can use to determine students' needs and interests and to give them practice in using these techniques. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

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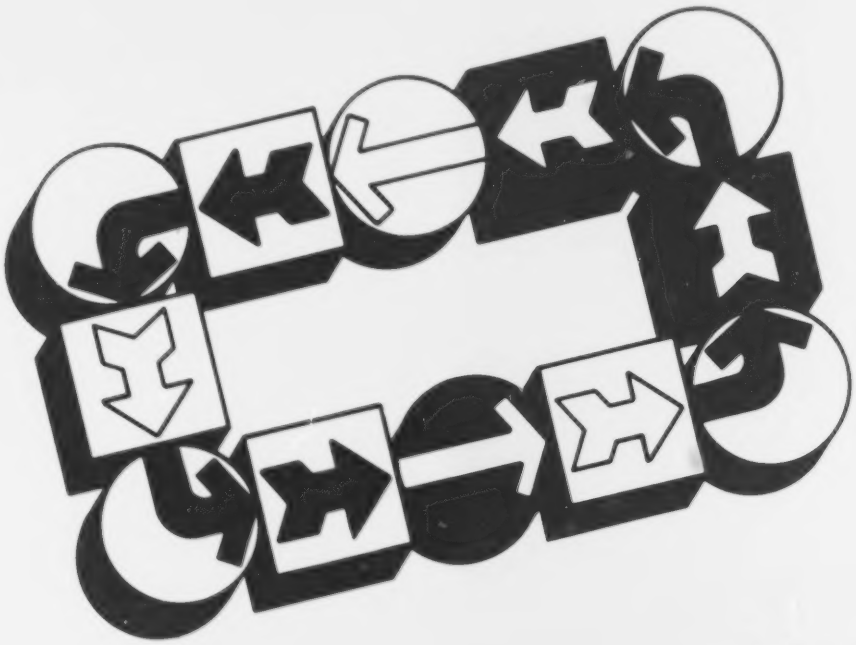
MODULE B-1

Determine Needs and Interests of Students

Second Edition



Module B-1 of Category B—Instructional Planning
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center | Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri—Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Robin Ambrose for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

THE NATIONAL CENTER
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THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

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- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
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MODULE B-1

Determine Needs and Interests of Students

Second Edition

Module B-1 of Category B—Instructional Planning
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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INTRODUCTION

Although instructional units are usually planned by teachers **before** meeting students for the first session, information on those students' needs and interests must be taken into account. These two concepts are not contradictory.

Obviously, the content of a vocational-technical course is largely determined by the knowledge, skills, and attitudes needed for entry-level competence in the occupation. But, adjustments in sequencing, teaching techniques, and learning experiences can and should be made once you have determined the needs and interests of the class, both individually and collectively.

Background information on students' needs and interests can help you, as a vocational-technical teacher, to reach each student at his/her level and stimulate him/her to develop to the fullest potential. Students who have difficulty with reading cannot be expected to study a detailed specifications sheet and make a drawing until their reading skills improve, even though they may have the potential to be fine draftpersons. A class that seems apathetic about a particular content area might become more motivated if given the opportunity to select projects designed around their interests.

Adult students, in particular, usually have some definite purpose in mind when they enroll in a vocational or technical program (e.g., licensure, updating of technical skills, preparation for a new job). By knowing what these purposes are, the instructor has a much better chance of providing instruction that is relevant to the needs of these students.

Determining students' needs and interests, then, is an essential step in your instructional planning; and, because needs and interests change, it is a continual process. There are several techniques you can use to obtain this information: reviewing available information in students' cumulative records; obtaining information from students through questionnaires and checklists; discussing students' needs and interests with students and, in the case of secondary students, their parents; and conferring with other staff members.

This module is designed to familiarize you with a variety of techniques you can use to determine students' needs and interests and to give you practice in using them. Whenever you teach, you will need to use these skills to obtain information that can help you select the learning experiences for your students that will be most effective.

NOTE: This category of modules (Category B) is directed toward planning instruction for students with varying needs within the so-called normal range. Specific coverage of how to determine the needs and interests of students with special/exceptional needs is provided in Module L-2, *Identify and Diagnose Exceptional Students*.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, determine needs and interests of students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 59 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for determining the needs and interests of students (*Learning Experience I*).
2. After completing the required reading, analyze the cumulative records of some hypothetical students to determine the needs and interests of those students (*Learning Experience II*).
3. After examining the data in the cumulative folder of a hypothetical student, plan for obtaining additional information on the student's needs and interests (*Learning Experience III*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A teacher, experienced in determining students' needs and interests, with whom you can consult.

Learning Experience II

Optional

1–5 peers with whom you can discuss your analysis of cumulative records.

Learning Experience III

Optional

A student or peer whom you can interview concerning his/her interests.

Learning Experience IV

Required

An actual teaching situation in which you can determine needs and interests of students.

A resource person to assess your competency in determining needs and interests of students.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person's Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

The *Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

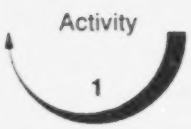
After completing the required reading, demonstrate knowledge of the rationale and procedures for determining the needs and interests of students.

You will be reading the information sheet, Determining the Needs and Interests of Students, pp. 6–11.

You may wish to meet with an experienced teacher to discuss reasons for and effective methods of determining students' needs and interests.

You will be demonstrating knowledge of the rationale and procedures for determining the needs and interests of students by completing the Self-Check, pp. 12–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.



Each student is a unique individual, and this has implications for the way your instruction should be planned and executed. To learn how to gather the most useful information about the individual needs and interests of your students so you can apply this in planning instruction, read the following information sheet.

DETERMINING THE NEEDS AND INTERESTS OF STUDENTS

As stated in the introduction to this module, entry-level occupational knowledge, skills, and attitudes provide the basic content and framework for a vocational-technical course. However, because no two students and no two classes are exactly alike, your instructional planning must take into account the needs and interests of your students if your teaching is to be effective.

Student needs can be classified as physical, social, emotional, and educational; interests can be classified as personal, school-related, and occupational. There are any number of occasions during your instructional planning when having information on these needs and interests can help you make more effective instructional decisions.

Suppose, for example, that the students in your class are older and socially and emotionally quite mature. You might well decide that these students do not need the same degree of structure or supervision that a less mature group might require. Thus, you would probably plan learning activities that gave class members more responsibility for their own learning and a wider range of instructional options. In using the project method, for example, you might suggest that students design and carry out their own projects or choose from a number of possible projects, instead of planning and structuring the activity for them.

The needs and interests of your students should also be considered when selecting and/or preparing instructional materials. Suppose you had four good textbooks to choose from. If many of your students had reading difficulties and one of the texts had a lower level of reading difficulty than the others, you would probably decide to use that text. If all the texts were too difficult for a given class, you might consider developing materials especially designed for your students' level of ability. In addition, you might assume that students with reading and/or study difficulties would learn more effectively if involved in concrete, hands-on learning experiences, supplemented by a variety of instructional media and materials.

Your decisions about how much material to cover in a lesson or unit (and at what pace) and whether to review background information or basic skills would depend in part on students' previous course work and experience, their learning styles, and their academic strengths and weaknesses.

At all times in your instructional planning, you will want to consider what will motivate your students to get involved in their classroom and laboratory work. Knowing students' backgrounds and interests can help you, whether you are making group assignments based on mutual interests, developing individual and group projects, or dreaming up concrete examples and stories to make a point during a lecture.

It should be obvious from the preceding discussion that needs and interests often overlap. A student who needs to be with other people—who dislikes being alone—will probably have developed many interests in group activities and will enjoy working with other people. A student with well-defined occupational interests will need classroom and lab experiences designed to develop his/her skills and knowledge in that area.

The rest of this information sheet deals primarily with explaining what data on student needs and interests you should be collecting prior to and during instruction and the means by which the data can be collected and interpreted. As you read, however, you should be thinking of the uses to which you could put this information in your own instructional planning: in writing student performance objectives, planning units and lessons, and selecting or preparing instructional materials. In doing this, you should consider the level at which you are teaching or expect to teach, as well as your occupational specialty or service area.

Data on Student Needs

As indicated earlier, student needs can be classified as physical, social, emotional, and educational. Students' **physical needs** are those related to their health. Here are some questions that you may want to consider as you seek data related to physical needs:

- Is the student getting an adequate amount of undisturbed rest?
- Does she/he have an adequate diet for growth purposes, physical activities, and body structure?
- Has the student had professional dental examinations, eye examinations, general physical health examinations?
- Does he/she have adequate and safe housing?
- Does the student know about and understand the importance of safety devices when using equipment, machinery, and supplies in his/her environment?

Basically, **social needs** concern interpersonal relationships and group interactions. Here are some questions you may want to consider as you seek data related to social needs:

- Do family members take an active interest in the achievement of the student?
- Does the student participate willingly in group activities?
- Is his/her behavior accepted by peers?
- Does the student have a group of friends?
- Does the student participate in extracurricular activities at school and/or in the community?

Of course, you must remember that although human beings are social creatures, individuals vary in the amount and kind of social contacts needed. Do not generalize that everyone needs to join a certain number of organizations; a student may have social contacts of which you are unaware.

Usually **emotional needs** are closely associated with social needs, because emotional needs are satisfied through the socialization process. Again, however, one should not make sweeping generalizations about how people should interact. There are "loners" whose need for interpersonal relationships is minimal. There are "socialites" who are dependent on interpersonal relationships. Despite these healthy individual differences, there is information relating to those emotional needs common to most people that you will want to obtain:

- Can the student take a joke?
- Does he/she have a sense of humor? a healthy outlook on life?
- Does he or she have frequent headaches or other health disturbances?
- Does he or she overreact when disagreed with (e.g., cries, hits things, stomps out of the room)?

Data on **educational needs** are essential if students are to succeed in your classes. Therefore, you will need to accumulate data to answer the following questions:

- What are the student's career plans?
- Does the student enjoy school work?
- Do the student's family members reinforce his/her educational achievements?
- What reading level has the student achieved?
- What mathematical concepts has the student mastered?
- What study skills does the student possess?

If scientific principles or manipulative skills are associated with your occupational specialty, you would need to collect information on each student's level of ability in these areas as well.

Data on Student Interests

Knowledge of student interests frequently can be put to good use when motivating students to undertake a learning task. The three categories of interests to be explored here are personal interests (e.g., collecting stamps), school interests (e.g., participating in sports), and occupational interests (e.g., holding a part-time job).

Personal interests usually develop as students explore the world around them. The broader the opportunities to explore, the broader their interests are likely to be. As people mature, they tend to settle on a few major interests. Usually one can get at students' personal interests by asking them about their hobbies. For example:

- If the student has a few spare moments after school or over the weekend, how does he/she spend them?
- Does he/she share this hobby with others?
- Does he/she ever place this hobby on exhibit?

School interests involve both the courses a student chooses to take and the extracurricular activities in which he/she participates. You need to consider the following areas:

- What courses has the student completed?
- What courses is he/she presently enrolled in?
- What electives has he/she chosen to take?

School interests also evidence themselves through students' choices of friends and the clubs and sporting events in which they participate.

Occupational interests involve any work-related preferences:

- What career has the student chosen, if any?
- What occupational areas hold the most interest for him/her?
- What are his/her long-range career goals and aspirations?
- What work experience has he/she had?

Locating Available Data

Some of the student needs and interests data you will want to obtain are already available at your school or college. The three main sources of available data at the secondary level are the school's central administrative office, the guidance office, and the vocational department. At the postsecondary level, the sources are similar: the records or registrar's office, each student's academic advisor, and the occupational department.

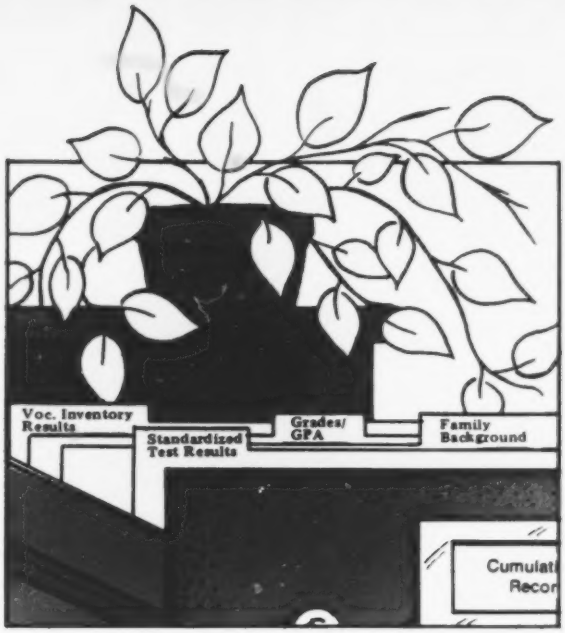
In the central records office, you can usually find some type of cumulative records for each student. These records contain varying amounts and kinds of information, depending, in part, on whether you are dealing with a secondary or postsecondary population.

For example, at the secondary level, you might find information about the family background of students; generally, the home address, parents' names, marital status of parents, parents' occupations, and number of children in the family are recorded. From such information, you might gain some perspective about the sizes and kinds of families from which your students come, and you may be able to gain some insights into the common problems and concerns of individual students.

At the postsecondary level, however, parental information may not be available, simply because it is not relevant (e.g., in the case of a 50-year-old retrainee who is, himself, a parent). These records may contain the student's completed application form, however, which might contain a wealth of information, including an autobiography.

In these records, you also may find information about subjects taken; grades received in each subject; cumulative grade-point-averages; attendance records, including reasons for absences; extracurricular activities; awards received; and, in some schools, standardized achievement test scores and anecdotal records.

In addition, cumulative records may contain records of students' standardized aptitude test scores, reading test scores, standardized interest inventory test results, personal preference scores, and vocational interest inventory test results. Counselors should be contacted for help in interpreting any of these test scores, if necessary, and for discussion of additional information you need about your students.



As indicated above, most teachers find that they can save themselves much effort if they go to existing records as the first source of information. However, no amount of pertinent information serves a practical or reasonable purpose unless it is used intelligently. You must take care to treat the information you collect in the strictest confidence, releasing it only to appropriate personnel according to school or college policy and right-to-know regulations.

In addition, you must avoid prejudging a student based on sketchy data or limited sources of information. Determining a student's needs and interests does not mean stereotyping him/her or setting up a "self-fulfilling prophecy" of failure or difficulty (e.g., expecting a student to fail and creating a climate in which that expectation becomes a reality). It means gathering relevant data about the student from a variety of sources and then remaining flexible and open enough to allow the student to be an individual who is more than a name on a folder or a score on a test.

You may want to transfer the particular information you need from school records to your own class records in a form that will be more directly usable to you. For example, you may want to allow space in an overall class profile for specific family data, or you may wish to set up a card file or folder for each of your students.

Adding information to records that are already available is a wise procedure from two standpoints: (1) it helps you in organizing and interpreting generally accepted information for your particular use in program planning, and (2) it avoids duplication of effort on the part of both students and teachers in gathering information. Of course, these records should be kept in files (preferably locked) to which students do not have access.

In the vocational-technical department, you may find that folders already exist for some of your students who have taken previous courses (exploratory, introductory, or prerequisite) within the department. Having this information can be valuable as you plan and teach your classes. For example, you may be able to determine what content students have already been taught, experiences they have had in the laboratory, and how well each student achieved the objectives. You may also find a record of the job experiences each student has had.

Collecting Additional Data

Although much data on students' needs and interests will be readily available, directly or indirectly, in existing records, you may find that some information is either missing or in need of updating, verification, or explanation. If that is the case, techniques such as the following can help you acquire the needed information.

Observation

You can learn a good deal about students' needs and interests through simple observation. For example, you can note their preferences during periods when they are free to choose which activities they pursue. Laboratory activities often give some indication of a student's occupational interests. A repeated desire by a student, for example, to construct various metal projects using the electric arc or oxyacetylene welder may suggest a strong interest, and possibly a high aptitude as well, for mechanical work and construction-type activities.

Standardized Tests

We said earlier that school records may contain standardized test scores (e.g., for general ability tests, aptitude tests, general interest surveys, vocational interest inventories). Such scores can give you insight into students' educational needs and general occupational interests. If these scores are missing or you think the information may need updating, you may want to make arrangements through the guidance and counseling office to have one or more of these standardized tests administered.

Three useful tests are the **General Aptitude Test Battery (GATB),** the **Ohio Vocational Interest Survey (OVIS),** and the **Kuder Personal Preference Scale.** The GATB is divided into separate tests that measure general learning ability (B), verbal ability (V), numerical aptitude (N), spatial aptitude (S), form perception (Q), motor coordination (K), finger dexterity (F), and manual dexterity (M). Standardized vocational interest surveys, such as the OVIS and Kuder, are designed to help students identify and understand their interests and preferences for particular activities. From these preferences, a diagnosis can be made of the occupations that most closely match their interests.[1]

Questionnaires and Checklists

Sometimes the students themselves are the best source of information on their needs and interests. For example, if you want to know how students spend their spare time or to check **their** perception of their needs and interests against those revealed in standardized tests, it makes sense simply to ask them. One way you can obtain such information is by administering simple questionnaires and checklists that you locate or develop yourself.

In a questionnaire, for example, you could ask students to respond to such questions as the following:

- What do you see yourself doing five years from now?
- What magazines do you read regularly?
- What is the name of the last book you read?
- What types of books do you most enjoy reading?
- What was your favorite subject in elementary (junior high, high) school?
- Why did you enroll in this course?

If, in answer to the first question, a student answers, "driving my Mercedes Benz to my job at the gas station," he/she may need help in planning more realistically (unless other information about the student tells you the Mercedes is a distinct possibility). If most of the class voluntarily reads the same magazine, this could give you some insight into the kinds of things that interest them. If a student's favorite subject is in an area totally unrelated to your program, you would probably want to explore further why the student is in your course, or why he/she did not choose a program related to the favorite course identified.

Samples 1 and 2 show types of checklists you can use to determine students' felt needs and interests. Sample 1 asks students to make a choice between two items or activities. Sample 2 was developed to get at needs related to the attitudes and practices important to success in the allied health occupations.

Discussions with Students and Others

Sometimes simply encouraging students to discuss their needs and interests can give you useful information not revealed in school records. This is especially true if some data you have obtained need further explanation. For example, if you want to find out whether a student has had any leadership responsibilities in the organizations listed, discussion with the student would be a good way to get that information.

To get to know your students better, you could talk about hobbies, what jobs they have held, what they like to do in their spare time, what kinds of books they enjoy reading. If possible, you could set aside time before and after school or class so students can come to talk with you or work on projects. This less formal atmosphere is conducive to getting to know students' needs and interests.

Especially if you are teaching at the secondary level, some information can best be obtained through interviews with students' parents, peers, or other staff members, such as other teachers, the guidance counselor, or the school nurse. Through such discussions, you might gain insight into how the student gets along with friends or others **outside** the school environment, or the reasons for low grades in certain subjects.

The need for an explanation of an item in an anecdotal record or help in identifying activities that have motivated a student might also prompt you to hold formal or informal discussions with persons other than the students themselves. In talking to a student's peers, you should of course be careful not to ask personal questions or to set up a situation in which the peer becomes an "informer."

To summarize, you need to gather information on students' needs and interests to help you in your instructional planning. Much information is usually available in school or college records. If necessary, you can arrange to have standardized tests administered, and you can use questionnaires and checklists to obtain additional information. Informal discussions with students, their peers, parents (at the secondary level), and other staff can also provide insights into students' needs and interests.

1. Further information on the variety of standardized tests available and the information on students' needs and interests they can give, is available in Module F-1, *Gather Student Data Using Formal Data-Collection Techniques.*

SAMPLE 1

PREFERENCE CHECKLIST

Name _____ **Date** _____

Directions: For each of the items listed below, check (✓) the one that most interests you or with which you are most comfortable.

1. Mathematics _____
   English _____
2. English _____
   Typing _____
3. Inside work _____
   Outside work _____
4. Handling small tools _____
   Handling large equipment _____
5. Light work _____
   Heavy work _____
6. Being with people _____
   Being alone _____
7. Salesmanship _____
   Purchasing _____
8. Using my hands _____
   Using my head _____

SAMPLE 2

HEALTH, HYGIENE, AND SAFETY CHECKLIST

Name _____ **Date** _____

Directions: Check (✓) the one statement in each group that **best** describes your current behavior.

_____Seat belt is fastened when I drive.
_____Seat belt is usually fastened when I drive.
_____Seat belt is never fastened when I drive.

_____Wipe up anything I spill immediately.
_____Ignore anything I spill.
_____Usually wipe up things I spill.

_____Wash my hands frequently.
_____Wash my hands about four times a day.
_____Seldom wash my hands.

_____Take aspirin when I don't feel well.
_____Call or see a physician when I don't feel well.
_____Ignore illnesses.

_____Visit my dentist at least once a year.
_____Visit my dentist when I have a toothache.
_____Never visit the dentist.

_____Brush my teeth once or twice a day.
_____Brush my teeth after eating any food.
_____Never brush my teeth.

You may wish to arrange through your resource person to meet with an experienced teacher in your occupational specialty to discuss further the rationale and procedures for determining the needs and interests of students. Specifically, you could discuss (1) why it is important to have such data, (2) how he or she collects the data and organizes data in usable form, and (3) the uses to which he/she puts the data in planning units, lessons, and learning activities, and in selecting teaching techniques.

The following items check your comprehension of the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–11. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why should teachers be interested in collecting data about students' needs and interests?

2. After examining the students' cumulative records, you discover that there are no scores recorded for standardized tests, nor is there any evidence of previous employment. What steps could you take to secure this needed information?

3. After you have examined the information in the cumulative record, what informal methods could you employ to find out additional information about students' need and interests?

4. Based on your own experience and what you now know about determining students' needs and interests, do you think the procedures you would use and the information you would seek to collect would differ if you were teaching at the postsecondary level rather than the secondary level? Explain.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Collecting data about students' needs and interests is necessary for instructional planning. For example, this information can help teachers plan lesson activities that will motivate students, reach them at their level of ability, or fill in gaps in their educational background. Students have individual needs that must be met in different ways. Without information on what your students need and what interests them, your goal of helping them achieve entry-level competence in their chosen occupations will be more difficult.

2. Since there are no standardized test scores available, you could arrange for a meeting with guidance and counseling staff to discuss which tests should be administered and to make any necessary arrangements.

   Information concerning students' past employment experiences may be available in the vocational-technical department or from the students themselves. This information would be vital in helping you understand the students' attitudes toward work and the type of work with which they have had the most experience.

3. In order to clarify, verify, or update information about students' needs and interests, informal meetings could be held with the students' family and also with the students themselves. Interviews could be arranged with students' former teachers. Questions may be asked of the students' peers. In using informal techniques, you could ask questions concerning the students' hobbies; how they spend their free time; their relationships with employers, former employers, peers, teachers, and parents; and how they earn their spending money.

   Checklists and questionnaires also could be constructed and administered to the students in situations where more formal data-gathering methods seem necessary. For example, if you were planning a unit on job safety and you wanted to get an overall picture of class attitudes toward safety, a well-constructed checklist or questionnaire might serve the purpose better than time-consuming and less-structured informal discussions.

4. Basically, the procedures used and the types of information collected with postsecondary (older, more mature) students would be similar to those at the secondary level. However, the emphasis you placed on certain procedures and certain kinds of information would probably differ.

   You would not, for example, expect to interview the parents of an older, married student with a full-time job. You might well, however, want to discuss this student's needs or interests with the student him/herself. In examining the postsecondary records of students, you would probably not look for anecdotal records, but you would expect to find more information on present and previous work experience, and you might find transcripts from other training institutions.

   In other words, the procedures you used and the information you collected would reflect the fact that the needs and interests of postsecondary students are somewhat different from those of secondary students.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–11, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, analyze the cumulative records of some hypothetical students to determine the needs and interests of those students.

You will be reading the information sheet, Analyzing Data Related to Students' Needs and Interests, pp. 18–23.

You will be reviewing the cumulative records of some hypothetical students, pp. 24–42, and analyzing these records to determine the students' needs and interests.

You will be evaluating your competency in analyzing cumulative records to determine students' needs and interests by comparing your completed analysis with the Model Analysis, pp. 43–44.

You may wish to discuss your analysis of the cumulative records with a group of peers.

No matter how much raw information you have about your students, it won't be of much value to you unless you are able to interpret it and extract its meaning. For information on some possible techniques for analyzing cumulative data on students' needs and interests (individually and as a group), read the following information sheet.

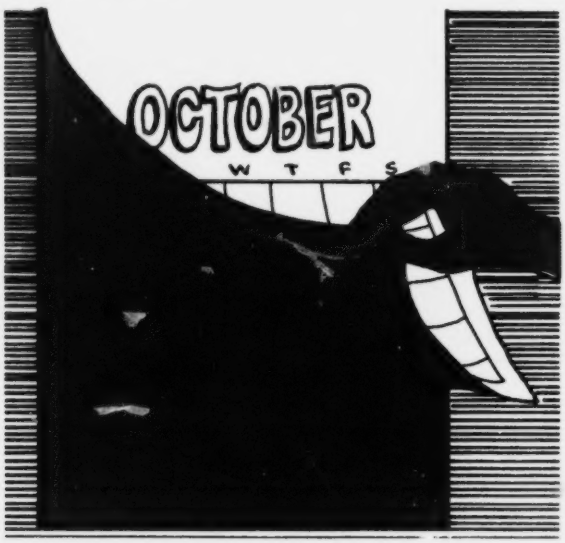
ANALYZING DATA RELATED TO STUDENTS' NEEDS AND INTERESTS

Human beings like to be regarded as unique individuals who have every possibility of making distinctive contributions. Whenever one is analyzing data about students' needs and interests, regard for personal values and aspirations must be continously maintained. Human beings do change—they grow and develop.

Thus, the true worth of any cumulative data can only be measured when the data have been accumulated **over a period of time.** This principle implies that you will be continually gathering data and updating your records during the time students are enrolled in your program.

In order to use these data for instructional planning, you will need to know what each **individual** student needs to succeed in your program and what interests each student. You also need to know if there are **common** needs and interests among the class members.

The following discussion will give you some suggestions for analyzing data. You may want to adopt some of the ideas and add some of your own, or you may choose to adopt the system of the school or college where you are employed or where you do your student teaching.



Analysis of Needs Data

You can think of needs in terms of the following categories—physical, social, emotional, and educational. Although you will be primarily interested in listing needs that are important in relation to your occupational specialty, you should not ignore other kinds of needs.

For example, if the occupation requires computational skills and a student is weak in this area, you would, of course, record this information. But in addition, if the student has some physical handicap unrelated to his/her ability to perform the job, you would record this information, too, to help you meet his/her special needs in the classroom or laboratory.

You can record data for each student and for the class as a whole on forms you have developed for that purpose. However you record the data, the information should be in usable form, easy to find and refer to.

Samples 3 and 4 suggest some ways to collect and organize information on students' needs; however, you may want to devise your own method of recording the information you collect. Sample 3 is designed for recording data on **individual** student needs. For Item 6 under social needs, for example, a teacher might give a *Poor* rating to a student who found it impossible to verbalize ideas and might note examples of this behavior, possible explanations for it, or steps to be taken to help the student in the "Comments" column. Sample 4 is designed for recording data on **group** needs. Such a form could be keyed to the items on the individual needs form.

Analysis of Interests Data

Student interests data may be analyzed in a slightly different manner. The use of a profile of interests is a good technique for analyzing this type of information. Sample 5—a line profile of the interests of an individual student—and sample 6—a bar graph of the interests of the class as a group—show how the results of the Ohio Vocational Interest Survey, "Occupational Plans" section, could be analyzed and illustrated.

In the line profile, only 12 of the 24 scale items are illustrated. As you analyze David Mendoza's **individual** profile, you can see that his highest interest levels are in mathematics, training, and machine work.

The bar graph shows how you can develop a profile for analyzing and illustrating **group** data on students' needs and interests. The same items from the Ohio Vocational Interest Survey are used. The first step is to calculate the average percentile for the group on each of the 24 scales (only 12 are shown) by adding the percentiles achieved by each student and dividing by the total number of students.

In analyzing the data, you would note that the group appears quite interested in mathematics, in training, and in machine work. In addition, there is a considerable lack of interest in some areas. Although lack of interest in some areas is quite normal, it may reflect some educational needs—perhaps the class lacks information about the role of management; perhaps they need to learn to appreciate how manual laborers contribute to societal goals.

This kind of analysis of cumulative data on students' needs and interests should help you in your instructional planning. If you were planning a unit on management, for example, you could relate the objectives or learning activities to areas that hold high interest for your students, or you could plan and carry out other motivational activities that might not be necessary if those students had expressed great interest in the subject.

SAMPLE 3

INDIVIDUAL NEEDS FORM

Needs Categories	Rating			Comments
	Poor	Average	Excellent	
A. Physical				
1. Alertness in class	☐	☐	☐	
2. Health, as shown by appearance of hair, skin, teeth, eyes, posture	☐	☐	☐	
3. Maturity of physical build	☐	☐	☐	
4. Coordination ability	☐	☐	☐	
[*Add items that are important to your occupational specialty.*]				
B. Social				
5. Participation in group activities in class	☐	☐	☐	
6. Ability to work alone	☐	☐	☐	
7. Willingness to discuss problems and ideas with instructor	☐	☐	☐	
[*Add items that are important to your occupational specialty.*]				
C. Emotional				
8. Sense of humor	☐	☐	☐	
9. Willingness to allow others to express their opinions	☐	☐	☐	
10. Ability to take a joke	☐	☐	☐	
11. Ability to control expression of emotion	☐	☐	☐	
[*Add items that are important to your occupational specialty*]				
D. Educational				
12. Comprehension of the written language	☐	☐	☐	
13. Ability to follow directions	☐	☐	☐	
14. Ability to plan well and execute plans	☐	☐	☐	
[*Add items that are important to your occupational specialty.*]				

SAMPLE 4

GROUP NEEDS FORM

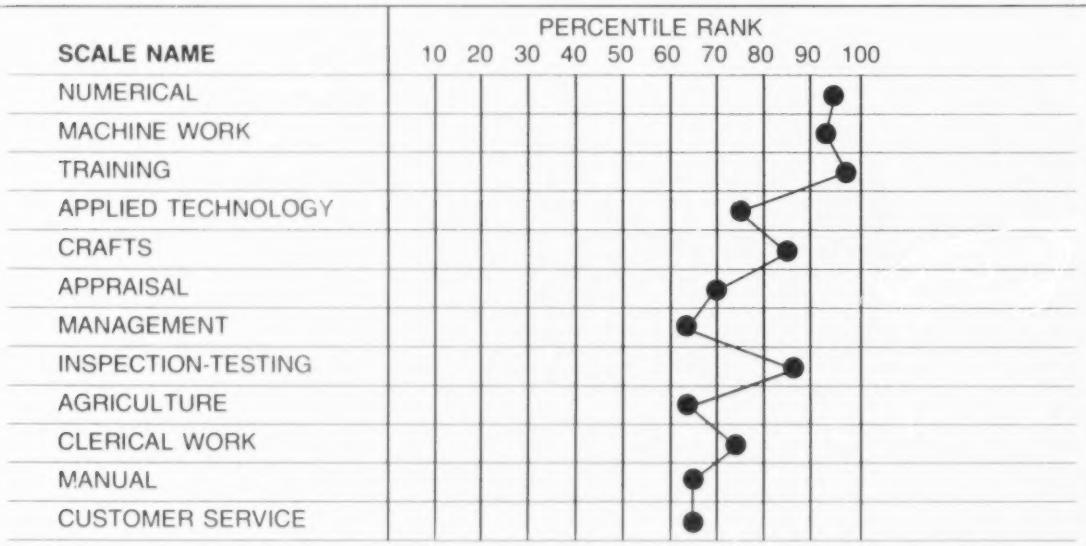
Class _____ Date _____

Needs	A. Physical Needs				B. Social Needs			C. Emotional Needs				D. Educational Needs		
	Items				Items			Items				Items		
Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SAMPLE 5

LINE PROFILE OF INDIVIDUAL INTEREST

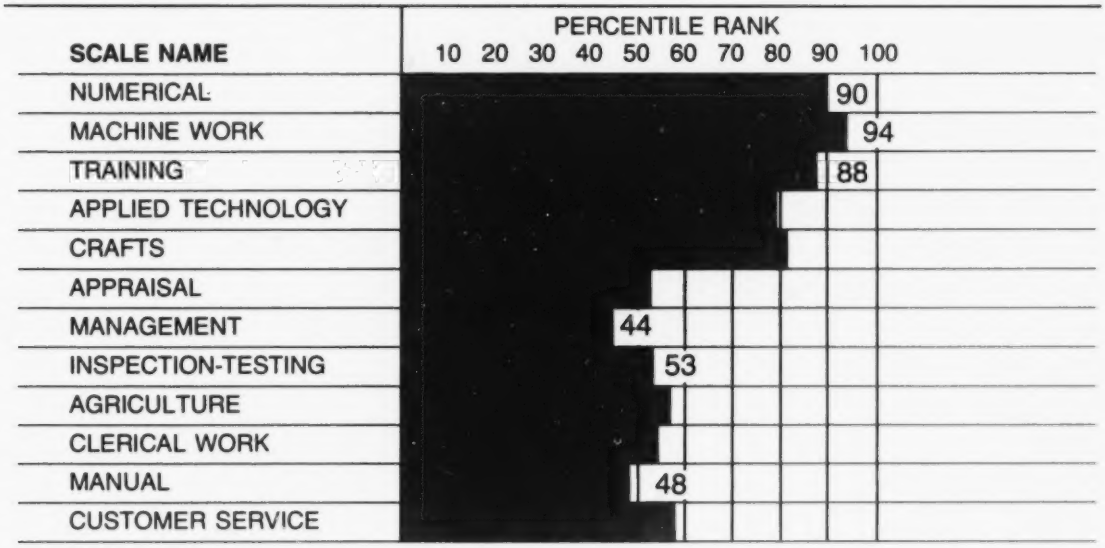
Name David Mendoza **Grade** 10 **Age** 15 **Sex** M



SAMPLE 6

BAR GRAPH OF GROUP INTEREST

Grade 10 **Number of Students** 18



Assume that you will be teaching an advanced keyboarding course to the group of students whose cumulative records follow.[2] Review these records, making mental notes about items of significance relating to the needs and interests of these students as a group.

After you have reviewed the six folders, **analyze in writing** the needs and interests of the class as revealed by the data given. Consider the students' physical, social, emotional, and educational needs, and their personal, school, and occupational interests.

The form or system you use for analyzing and recording the relevant information is up to you. The important consideration is that you identify those individual and group needs and interests that would be significant if you were teaching this class.

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2. These cumulative records were adapted from materials contained in the following simulation package: *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University).

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BARNS, Sheila Annette **Male** ☐ **Birthdate** May 14
Female ☒
Address 2000 Valley Drive **Birthplace** Glen Oaks, Buchannan
Expected
Telephone 483-4782 **Graduation Date** June **Nationality**
Mother's Name BARNS, Ann Lea **Father's Name** BARNS, Walter J.
Mother's Occupation Licensed Practical Nurse **Father's Occupation** Fireman
REMARKS: [Home Condition] Parents are hard working, but are very strict with Sheila. Sheila has an older brother and two younger sisters.

[Health Record]

BARNS, SHEILA ANNETTE

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics I	A	Home Economics I	A
Arts-Crafts I	A	Arts-Crafts I	A
Algebra I	B	Algebra I	C
Marching Band	A	Marching Band	A
College English I	B	College English I	B
American Hist. I	B	American Hist. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics II	A	Home Economics II	A
Arts-Crafts II	A	Arts-Crafts II	A
Geometry I	C	Geometry I	C
Marching Band	A	Marching Band	A
College English II	B	College English II	B
French I	C	French I	C

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	A	Home Management	A
Service Art	A	Service Art	A
Marching Band	A	Marching Band	A
Biology I	C	Biology I	C
French II	B	French II	B
College English III	B	College English III	B

SECONDARY SCHOOL RECORD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Textiles I	A	Textiles I	A
Drawing and Painting	A	Drawing and Painting	A
French III	C	French III	C
Marching Band	A	Marching Band	A
College American Hist.	B	College American Hist.	B
College English IV	B	College English IV	B

Year 11th Grade

	1st Semester	2nd Semester
Absences	0	0
Tardies	1	0

REMARKS _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Textiles II	A	Textiles II	A
Creative Foods	A	Creative Foods	A
French IV	B	French IV	B
Marching Band	A	Marching Band	A
Fashion Illustration	A	Fashion Illustration	A
College English V	B	College English V	B

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 40	Mech 78	Comp 70	Sci 28	Persuasive 20	Art 84	Lit 50	Music 88	S.S. 32	Cl 31
GATB	10	G 64	V 45	N 49	S 52	P 21	Q 72	K 81	F 69	M 74	
SAT	% tile 11	Eng 84	NU Comp 60	Math 63	Math Tot 67	Read 60	Sci Tot 64	Sci A 68	S.S. 74	Spell 72	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	17	1988	Dekeley Music	Clerical	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Private Music and Art Lessons
8	Pep Club, French Club, Art Club
9	Pep Club—Membership Chairman, French Club, Art Club
10	Cheerleader, Pep Club, French Club, Art Club
11	Cheerleader, Pep Club, NHS, French Club, Art Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	Art College	Commercial Art	
9	College B.S.	Commercial Art	
10	College B.S.	Interior Decorating Commercial Art	
11	College B.S.	Interior Decorating	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name ASH, Crystal Sue

Address 3787 Woodley Drive

Telephone 484-7873

Mother's Name ASH, Shirley Lee

Mother's Occupation Baker

Male ☐ Birthdate May 17

Female ☒

Birthplace Franklin, Tennessee

Expected Graduation Date June

Nationality

Father's Name ASH, Brent

Father's Occupation Railroad Engineer

REMARKS: [Home Condition]

[Health Record]

ASH, CRYSTAL SUE

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	A	English I	A
American Hist. I	A	American Hist. I	A
Consumer Math I	B	Consumer Math	B
Marching Band	A	Marching Band	A
German I	B	German I	C
Physical Sci. I	A	Physical Sci. I	A

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English II	B	English II	B
American Govt.	B	American Govt.	B
German II	B	German II	B
Algebra I	B	Algebra I	B
Biology I	B	Biology I	B
Marching Band	A	Marching Band	A

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English III	B	English III	B
Sociology	B	Sociology	B
German III	B	German III	B
Geometry	B	Geometry	B
Biology II	B	Biology II	B
Marching Band	B	Marching Band	A

ASH

SECONDARY SCHOOL RECORD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	2
Tardies:	1	0

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Arts-Crafts	A	Arts-Crafts	A
German IV	C	German IV	D
College American Hist.	B	College American Hist.	B
Algebra II	B	Algebra II	B
College English I	B	College English I	B
Botany	C	Botany	C

Year 11th Grade

	1st Semester	2nd Semester
Absences:	2	3
Tardies:	0	1

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Marching Band	A	Marching Band	A
Arts-Crafts	A	Arts-Crafts	A
Trigonometry	D	Trigonometry	D
College English II	D	College English II	D
German V	D	German V	D
Typewriting I	B	Typewriting I	B

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

ASH

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 68	Mech 72	Comp 42	Sci 41	Persuasive 39	Art 20	Lit 24	Music 06	S.S. 32	Cl 39
GATB	10	G 45	V 29	N 17	S 48	P 51	Q 63	K 71	F 58	E 68	
SAT	% tile 11	Eng 42	NU Comp 40	Math 30	Math Tot 24	Read 33	Sci Tot 47	Sci A 50	S.S. 40	Spell 50	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	17	1987	United Salvage Yards	Tears down old cars	works summers
	18	1988	United Salvage Yards	Tears down old cars	& after school

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Undecided	
8	H.S.		
9	H.S.		
10	Quit school	get job	needs lots of work to get job done
11	Quit school	get job	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BEAKER, John William

Male ☒ Birthdate April 24

Female ☐

Address 9742 Sycamore

Birthplace New York, New York

Expected

Telephone 484-2947 Graduation Date June Nationality

Mother's Name BEAKER, Kathleen Ann

Father's Name BEAKER, Anstead Donald

Mother's Occupation Furniture Saleswoman

Father's Occupation Forester

REMARKS: [Home Condition]

[Health Record]

BEAKER, JOHN WILLIAM

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	1

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Physical Sci. I	C	Physical Sci.I	C
Marching Band	B	Marching Band	B
Consumer Math I	B	Consumer Math I	B
American Govt.	C	American Govt.	C
English I	B	English I	B
Physical Ed. I	B	Physical Ed. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	1
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Biology I	C	Biology I	C
Marching Band	B	Marching Band	B
Algebra I	C	Algebra I	C
American Hist. I	C	American Hist. I	C
English II	C	English II	C
Mechanical Dr. I	C	Mechanical Dr. I	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Biology II	B	Biology II	B
Marching Band	B	Marching Band	B
Geometry	C	Geometry	B
Sociology	B	Sociology	C
English III	B	English III	C
Mechanical Dr. II	B	Mechanical Dr. II	C

SECONDARY SCHOOL RECORD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	1
Tardies:	0	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Chemistry I	C	Chemistry I	C
Algebra II	C	Algebra II	C
College American Hist.	B	College American Hist.	B
College English I	B	College English I	B
Typewriting I	B	Typewriting I	B
Mechanical Dr. III	C	Mechanical Dr. III	B

Year 11th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Physics II	C	Physics II	C
Psychology	B	Psychology	B
College English II	B	College English II	B
Bookkeeping I	B	Bookkeeping I	B
Mechanical Dr. IV	B	Mechanical Dr. IV	B
Trigonometry	C	Trigonometry	C

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

BEAKER

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 92	Mech 60	Comp 54	Sci 65	Persuasive 32	Art 12	Lit 26	Music 18	S.S. 29	Cl 34
GATB	10	G 85	V 74	N 52	S 39	P 45	Q 67	K 58	F 42	M 61	
SAT	% tile 11	Eng 90	NU Comp 64	Math 66	Math Tot 68	Read 73	Sci Tot 60	Sci A 74	S.S. 84	Spell 86	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1987	K & D Ranch	Haying	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Football
8	Football
9	Football
10	Football, Letterman's Club
11	Football, Letterman's Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	Forestry Degree	Forester	He is taking the courses for a school of forestry
9	Forestry Degree	Forester	
10	Forestry Degree	Forester	
11	Forestry Degree	Forester	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BAYFIELD, Alexander Lee

Male ☒ Female ☐ Birthdate December 27

Address 1422 Poplar

Birthplace Wink, Texas

Telephone 484-2174

Expected Graduation Date June

Nationality

Mother's Name BAYFIELD, Minam Sue

Father's Name BAYFIELD, Nathan Lloyd

Mother's Occupation Interior Decorator

Father's Occupation Architectural Engineer

REMARKS: (Home Condition) Alex is one of the best students in Glen Oaks High

(Health Record)

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German I	A	German I	A
College English I	A	College English I	A
Algebra I	A	Algebra I	A
American Govt.	A	American Govt.	A
Physical Ed.	A	Physical Ed.	A
Biology I	A	Biology I	A

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German II	A	German II	A
College English II	A	College English II	A
Geometry I	A	Geometry I	A
World History I	A	World History I	A
Biology II	A	Biology II	A
Mechanical Dr. I	A	Mechanical Dr. I	A

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German III	A	German III	A
College English III	A	College English III	A
Algebra II	A	Algebra II	A
Sociology	A	Sociology	A
Chemistry I	A	Chemistry I	A
Mechanical Dr. II	A	Mechanical Dr. II	A

SECONDARY SCHOOL RECORD

BAYFIELD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	0
Tardies:	2	2

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German IV	A	German IV	A
College English IV	A	College English IV	A
College American Hist.	A	College American Hist.	A
Trigonometry	A	Trigonometry	B
Chemistry II	A	Chemistry II	A
Typewriting I	A	Typewriting I	A

Year 11th Grade

	1st Semester	2nd Semester
Absences:	2	2
Tardies:	2	1

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German V	A	German V	A
Trigonometry	A	Trigonometry	A
Psychology	A	Psychology	A
Creative Writing	A	Creative Writing	A
Physics I	A	Physics I	A
Mechanical Dr. II	A	Mechanical Dr. II	A

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 29	Mech 34	Comp 88	Sci 82	Persuasive 40	Art 40	Lit 40	Music 38	S.S. 76	Cl 38
GATB	10	G 62	V 54	N 31	S 56	P 49	Q 68	K 72	F 59	M 76	
SAT	% tile 11	Eng 94	NU Comp 89	Math 96	Math Tot 94	Read 95	Sci Tot 98	Sci A 98	S.S. 99	Spell 98	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
			none—underage		

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	Cross Country
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Engineer	
8	College	Engineer	
9	College	Undecided	
10	College	Undecided	
11	College	Engineer or profession	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BENOLLI, Harold Hover | Male ☒ Female ☐ | Birthdate June 30

Address 1487 Chestnut Street | Birthplace Glen Oaks, Buchannan

Telephone 483-7400 | Expected Graduation Date June | Nationality

Mother's Name BENOLLI, Claudette | Father's Name BENOLLI, Silvano

Mother's Occupation Keypunch Operator | Father's Occupation Railroad Engineer

REMARKS: [Home Condition] Large family -- all children work hard to achieve and help the family -- no child has yet graduated from high school.

[Health Record]

SECONDARY SCHOOL RECORD

BENOLLI, HAROLD HOVER

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	B	English I	B
American Hist. I	B	American Hist. I	B
Physical Sci. I	B	Physical Sci. I	B
Spanish I	B	Spanish I	B
Consumer Math I	B	Consumer Math I	B
Physical Ed. I	B	Physical Ed. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English I	B	College English I	B
American Govt.	B	American Govt.	B
Biology I	B	Biology I	B
Algebra I	B	Algebra I	B
Spanish II	B	Spanish II	B
Recordkeeping	B	Recordkeeping	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English II	B	College English II	B
Sociology	B	Sociology	B
Biology II	B	Biology II	B
Algebra II	B	Algebra II	B
Spanish III	B	Spanish III	B
Bookkeeping I	B	Bookkeeping I	B

SECONDARY SCHOOL RECORD

BENOLLI

Year 10th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English III	A	College English III	A
Geometry II	A	Geometry II	A
Spanish IV	A	Spanish IV	A
Bookkeeping II	A	Bookkeeping II	A
Chemistry I	A	Chemistry I	A
College American Hist.	A	College American Hist.	A

Year 11th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English IV	A	College English IV	A
Trigonometry	A	Trigonometry	A
Spanish V	A	Spanish V	A
Typewriting I	A	Typewriting I	A
Office Procedures	A	Office Procedures	A
Psychology	A	Psychology	A

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

BENOLLI

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 78	Mech 60	Comp 42	Sci 54	Persuasive 25	Art 18	Lit 40	Music 08	S.S. 42	Cl 18
GATB	10	G 56	V 38	N 21	S 49	P 65	Q 59	K 78	F 68	M 73	
SAT	% tile 11	Eng 96	NU Comp 99	Math 96	Math Tot 95	Read 88	Sci Tot 96	Sci A 98	S.S. 86	Spell 99	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
Summer	16	1987	D & K Construction	Laborer	
Summer	17	1988	D & K Construction	Trainee—concrete cons.	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Football, basketball, track
8	Football, basketball, track
9	Football, basketball, track
10	Key Club, football, basketball, track
11	N.H.S., Key Club, basketball, track-Co-Captain
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8			
9	H.S. diploma	Construction work	
10	H.S. diploma	Construction work	possibility of a scholarship
11	College degree	Ind. Construction Management	State University possibility
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BEAZZELEY, Jane Lee

Male ☐ Birthdate April 30

Female ☒

Address 9418 Beech

Birthplace Glen Oaks, Buchannan

Telephone 483-1487

Expected Graduation Date June

Nationality

Mother's Name HENSLEY, Lea Ann

Father's Name HENSLEY, Winston W.

Mother's Occupation Waitress

Father's Occupation Butcher

REMARKS: [Home Condition]

[Health Record]

SECONDARY SCHOOL RECORD

BEAZZELEY, JANE LEE

Year 7th Grade

	1st Semester	2nd Semester
Absences:	2	0
Tardies:	3	2

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	C	English I	C
Recordkeeping	C	Recordkeeping	C
American Hist. I	D	American Hist. I	D
Physical Sci. I	C	Physical Sci. I	C
Home Economics I	B	Home Economics I	B
Consumer Math I	C	Consumer Math I	C

Year 8th Grade

	1st Semester	2nd Semester
Absences:	1	1
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English II	C	English II	C
Typewriting I	B	Typewriting I	B
Reading Laboratory	B	Reading Laboratory	B
American Govt.	C	American Govt.	C
Business Comm.	B	Business Comm.	B
Consumer Math II	B	Consumer Math II	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	1	2
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English III	C	English III	C
Typewriting II	B	Typewriting II	B
Arts-Crafts I	A	Arts-Crafts I	A
Sociology	C	Sociology	C
Home Economics II	B	Home Economics II	B
Physical Sci. II	B	Physical Sci. II	B

SECONDARY SCHOOL RECORD

BEAZZELEY

Year 10th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	1

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English IV	C	English IV	C
Typewriting IV	B	Typewriting IV	B
Creative Foods	B	Creative Foods	B
Bookkeeping I	B	Bookkeeping I	B
American Hist. I	C	American Hist. I	C
Concert Choir	B	Concert Choir	B

Year 11th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	C	Home Management	C
Bookkeeping II	B	Bookkeeping II	B
Shorthand	B	Shorthand	B
Psychology	B	Psychology	B
Biology I	B	Biology I	B
Concert Choir	B	Concert Choir	B

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

BEAZZELEY

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 30	Mech 54	Comp 46	Sci 44	Persuasive 40	Art 64	Lit 31	Music 30	S.S. 60	CI 88
GATB	10	G 62	V 56	N 46	S 38	P 71	Q 65	K 74	F 70	M 72	
SAT	% tile 11	Eng 72	NU Comp 76	Math 79	Math Tot 72	Read 80	Sci Tot 81	Sci A 82	S.S. 80	Spell 80	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1988	Ace Cafe	Carhop	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	High School		
8	High School		
9	High School		
10	High School	Telephone operator	
11	Business or Jr. College	Secretary	
12			

Compare your completed written analysis of the cumulative records with the model analysis given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANALYSIS

Needs

Physical: No information

Social: No information, except that four students have been involved in group-related extracurricular activities, possibly indicating preference for and enjoyment of group activities. Sports-related activities may indicate teamwork ability.

Emotional: No information. Fact that all students come from families in which both parents work may have significance in terms of their independence or maturity.

Educational: All students except Crystal plan to attend college or go on for further education, and so did Crystal in the 7th grade.

All students except Sheila have gotten excellent grades in previous typing classes.

Generally, their grades are very good in **all** subjects; Crystal's grades started to fall in the 11th grade.

All the students have high to average SAT scores, which indicates a potential for academic achievement at the college level. The grades for all of the students except Crystal are good. Crystal's grades seem to be dropping steadily. Her SAT scores and previous grades seem to indicate that she could be doing better. Her consistently good marks in art also indicate that she can work well.

Interests

Personal: No hobbies indicated, but four students are active in sports or sport-related activities.

School: Judging by good grades, good attendance records, and extracurricular activities, this is a bright class that enjoys school.

Occupational: All students except Crystal seem to have definite occupational plans; each has a different vocational interest or aspiration.

Five have part-time or summer work experience, but only two of these have experience related to their occupational goals.

The Kuder scores indicate that five of the six students have high mechanical interests. Three of the six have high interests in outdoor activities. Alexander's interest in outdoor and mechanical activities is relatively low, while his interest in social service, science, and computational activities is high.

Jane, who plans to be a secretary, has a high interest in clerical, as well as art, activities. Sheila shares her interest in art activities.

Additional Comments

Sheila does not have any previous typing courses. How did she get scheduled for advanced keyboarding? Mistake?

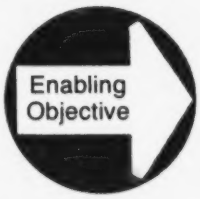
Need to find out **why** each student is taking this course; Jane wants to be a secretary, but what about the others?

Level of Performance: Your completed analysis should have covered the same **major** points as the model analysis. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Analyzing Data Related to Students' Needs and Interests, pp. 18–23, or check with your resource person if necessary.

You may wish to meet with a group of peers, perhaps those who are also taking this module, to share and compare your analyses of the cumulative records of your "students."

Learning Experience III

OVERVIEW



After examining the data in the cumulative folder of a hypothetical student, plan for obtaining additional information on the student's needs and interests.

You will be examining the cumulative folder of a hypothetical student, pp. 46–50, and planning for obtaining additional needed information on the student's needs and interests.

You may wish to construct a questionnaire or checklist designed to obtain needs and/or interests data from students.

You may wish to interview a student or peer concerning his/her interests.

You will be evaluating your competency in planning for obtaining additional data on a student's needs and interests by comparing your completed plan with the Model Plan, pp. 53–55.

Activity 1

Assume that you are teaching an advanced course in clothing and textiles for seniors. Prior to the beginning of the semester, you look through the cumulative folders of your students and begin making some notes about the needs and interests of your students to help you in your instructional planning.

One of your students is Lee Annette Barry. Read through her folder, which follows, making mental notes concerning items of significance.[3] After you have reviewed Lee's folder, **plan in writing** for collecting the additional needs and interests data you think you would need to help you plan effective instruction for Lee.

In your plan, first note the **information that is already available** in Lee's cumulative folder concerning her needs and interests. Then, decide what **additional information you need** in these areas (information that is missing or needs updating, verification, or explanation). Finally, indicate the **sources or techniques you would use** for collecting the needed data.

3. Lee's cumulative records were adapted from materials contained in the following simulation package: The Glen Oaks Simulation (Columbus, OH: The Center for Vocational Education, The Ohio State University).

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BARRY, Lee Annette

Male ☐ Female ☒

Birthdate June 5

Address 8888 Richfield Drive

Birthplace Glen Oaks, Buchannan

Telephone 483-1142

Expected Graduation Date June

Nationality

Mother's Name BARRY, Margaret

Father's Name BARRY, Phillip

Mother's Occupation County Extension Agent

Father's Occupation Television Announcer

REMARKS: [Home Condition]

[Health Record]

SECONDARY SCHOOL RECORD

BARRY, LEE ANNETTE

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: Excellent student

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics I	A	Home Economics I	A
Consumer Math I	A	Consumer Math I	A
Physical Sci. I	A	Physical Sci. I	A
English I	A	English I	A
American Hist. I	A	American Hist. I	A
Physical Ed. I	A	Physical Ed. I	A

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	1

REMARKS: Has begun to work poorly—very poor attitude

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics II	A	Home Economics II	A
Algebra I	C	Algebra I	C
Biology I	C	Biology I	C
College English I	B	College English I	C
American Govt.	C	American Govt.	C
German I	B	German I	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	3	7
Tardies:	6	18

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Geometry I	C	Geometry I	C
College English II	C	College English II	C
Sociology	C	Sociology	C
German II	D	German II	D
Biology II	D	Biology II	D
Textiles I	A	Textiles I	A

SECONDARY SCHOOL RECORD

BARRY

Year 10th Grade

	1st Semester	2nd Semester
Absences:	9	12
Tardies:	6	7

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Algebra II	F	Algebra II	F
German III	D	German III	D
College American Hist.	D	College American Hist.	D
Chemistry I	D	Chemistry I	D
College English III	F	College English III	F
Textiles II	C	Textiles II	C

Year 11th Grade

	1st Semester	2nd Semester
Absences:	10	11
Tardies:	12	12

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	C	Home Management	C
German IV	F	German IV	F
Psychology	D	Psychology	D
Chemistry II	F	Chemistry II	F
College English IV	F	College English IV	F
Geometry II	F	Geometry II	F

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BARRY

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 32	Mech 87	Comp 72	Sci 60	Persuasive 59	Art 17	Lit 20	Music 18	S.S. 20	Cl 34
GATB	10	G 78	V 67	N 52	S 48	M 83	Q 85	K 75	F 71		
	11										
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	FTA
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Engineer	
8	High School		increasing problems
9			
10			
11			
12			

Anecdotal Records

Place Observed: Study Hall
Student's Name: Lee Annette Barry
Date: 4/3/86
Incident: Groups preparing to work on projects
Time: 1:30 p.m.

Walked in the room alone. Sat by herself. The two members of her group walked over and invited her to join them to prepare for the report. She snapped at them and said she wanted to work alone. Later on she began to work on her part of the report.

Place Observed: Chemistry Class
Student's Name: Lee Annette Barry
Date: Basically the entire six weeks (2/87)

While class is in progress, she never pays attention. Always looking through some type of fashion magazine. Gets very angry when asked to put the magazine away and pay attention.

Place Observed: Home Management Class
Name: Lee A. Barry
Date: 9/87
Incident: Group preparing the food

Washed several utensils; dried them. Chatted with girl on left and boys on right. Smiled several times. Commented about the salad. "At least our fruit has not turned brown." Laughed when one of the boys, who was cutting an apple, dropped it on the floor. She said, " Pick it up and rinse it off and put it in the salad." Collected and stacked used knives and bowl. Washed them; another girl wiped them. Moved aside to let a boy get water; smiled at him; suggested to the other girl that she "... put the lid on the sugar canister before it gets all wet ..." Picked towel from floor, folded it and hung it on towel rack.

Time: 2:15

At the sink, busy rinsing it with spray. Other group members had walked away. Said: "Come on, you kids, help or we won't get done on time." (No response from group.) Wrung out dishcloth, left it on sink; dried hands on paper cloth. Sat down. Noticed she had on an apron. Stood. Took it off and placed it in the closet.

Place Observed: School Cafeteria
Student's Name: Lee A. Barry
Date: 6/88

Finally ate a meal with a group of girls and contributed to the conversation. Finished eating before the rest of the group. Offered her remaining cookies to the group. No one wanted them, so she said, "I'll take them and eat them in Algebra class." Put them in her purse.

You may wish to try your hand at developing a questionnaire or checklist that you could use to obtain needs and/or interests data from students. If you want to see some samples, you could (1) review samples 1 and 2, p. 11; (2) check with your resource person for references containing actual or sample instruments; or (3) locate an experienced teacher and ask to review devices he/she has used with students. You might want to assume that you are developing the questionnaire or checklist for use with Lee Annette Barry and gear the items to this student.

To gain practice in discussing interests with students, you may wish to interview an actual student, or peer, concerning his/her hobbies, extracurricular activities, favorite types of books or magazines, etc.

NOTES

Compare your written plan with the model plan given below. Your plan need not exactly duplicate the model; however, you should have covered the same **major** points.

MODEL PLAN

Student's Name: Barry, Lee Annette **Date:** September 1988

Information Available in Cumulative Folder

Needs

Physical: No information given

Social: Anecdotal records seem to indicate that Lee prefers to work alone except in activities dealing with home economics and that she does not participate regularly in class activities. FTA is the only extracurricular listed. No indication of whether she had any leadership responsibilities in FTA.

Emotional: Anecdotal records seem to indicate that Lee has a temper that she sometimes finds hard to control. Evidence is conflicting on whether she needs to be a "loner" or doesn't know how to work with others or has some other problem affecting her interpersonal relationships.

Educational: At present Lee has no plans for further education, but in the 7th grade she was interested in attending college. No indication of what she aspires to be. Made failing marks in college preparatory courses (algebra, German, chemistry, geometry, and English). Did do well in above subjects in 7th grade, but after 7th grade her course marks dropped except in home economics and related subjects. Her grade in textiles dropped from an *A* in the 9th grade to a *C* in the 10th grade. Counselor noted that in the 8th grade, Lee was having "increasing problems."

GATB scores indicate she's got good general potential and particularly good potential in motor and manual skills.

Interests

Personal: No information except the one reference to her reading fashion magazines in class.

School: Lee is taking college preparatory courses but does her best work in home economics subjects. No extracurricular activities listed except FTA in the 9th grade. Anecdotal records indicate she's most involved and motivated in home economics classes.

Occupational: Kuder scores indicate a high interest in mechanical activities and computation, and a relatively high interest in science and persuasive activities. In the 7th grade she wanted to be an engineer. No work experience listed.

Additional Information Needed	Sources or Techniques for Collecting Data
Needs	
Physical: Should get a medical history on her to see if there is some physical explanation for the sudden drop in grades and motivation after the 7th grade.	Consult with school nurse; could also talk to Lee's parents.
What is her environment like? Is there anything there that could be affecting her emotionally or physically in terms of her occasional bad temper and drop in grades?	Talk to parents. Visit her home.
Social: Does Lee prefer being alone? What kinds of relationships with others does she have outside of school?	Talk with Lee and her parents. Perhaps a checklist or questionnaire, administered to the whole class, could get at the kinds of activities (individual or group) Lee would prefer.
Did she have any leadership role in FTA?	Consult with FTA advisor.
Emotional: What "increasing problems" was the counselor referring to? Any relationship to above questions?	Consult with counselor.
Educational: Were Lee's "increasing problems" emotional or educational or both?	Counselor
Does she still want to attend college?	Talk to Lee; perhaps a class questionnaire covering future plans.
She did well in Textiles I; grade dropped in Textiles II—why? What content has she mastered?	Consult with former teachers; check records in vocational department.
Grades in home economics classes are consistently passing. What kinds of activities or learning experiences were provided there; what motivates Lee?	Consult with teachers; check records in vocational department.
Other grades are poor after the 7th grade, yet GATB scores indicate good potential. What is Lee's ability to learn? What is her general and specific level of achievement in areas like reading and math?	See counselor about administering an intelligence test and either a survey or diagnositc achievement test—no such tests are listed in her cumulative folder.
Interests	
Personal: What are Lee's hobbies? How does she spend her free time? Does she read fashion magazines outside of school too?	Talk to Lee; perhaps a class questionnaire. Might ask her parents, too.
School: Any extracurricular activities other than FTA?	Talk to Lee.
What interests Lee most about her home economics classes?	Talk to Lee.
Occupational: What does Lee want to do when she gets out of school? Does she want to be a teacher? Any interest in fashion design?	Consult counselor about administering OVIS; talk to Lee; class checklist or questionnaire.
Has she had any work experiences, summer or part-time, especially any related to clothing and textiles?	Check records in vocational department; talk to Lee.

Level of Performance: Your completed plan should have covered the same **major** points as the model plan. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–11, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** determine the needs and interests of students.

As you conduct your teaching activities, determine your students' needs and interests, individually and as a group. This will include—

- gathering information about your students' needs and interests from a variety of sources
- analyzing and recording the data in usable form for future use in instructional planning

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

If your situation makes it impossible for you to examine students' cumulative folders, arrange with your resource person for acceptable alternate activities.

When you have completed the above activities, arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 59.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in determining the needs and interests of students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Determine Needs and Interests of Students (B-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
In determining students' needs and interests, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. located and reviewed available information in the school or college records	☐	☐	☐	☐	☐	☐
2. analyzed these data in terms of the individual and group needs and interests of the students	☐	☐	☐	☐	☐	☐
3. arranged with guidance and counseling staff for the administration of standardized tests (e.g., Kuder, GATB), if necessary	☐	☐	☐	☐	☐	☐
4. arranged with guidance and counseling staff for help in interpreting standardized test scores, if necessary	☐	☐	☐	☐	☐	☐
5. determined what additional information was necessary, and obtained these data through:						
a. the use of questionnaires and/or checklists administered to students	☐	☐	☐	☐	☐	☐
b. encouraging students to discuss their needs and interests	☐	☐	☐	☐	☐	☐
c. interviews with parents (at the secondary level)	☐	☐	☐	☐	☐	☐
d. consultation with other staff members (e.g., former teachers, counselor)	☐	☐	☐	☐	☐	☐
6. analyzed and interpreted the data in preparation for use in instructional planning	☐	☐	☐	☐	☐	☐
7. recorded, in usable form, all information obtained for each student and for the class as a whole	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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